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ABSTRACT

This study was conducted to determine the effectiveness of assessment tools used to counsel students who enroll in vocational education programs in Colorado. Surveys were developed and sent to the following groups: 60 high school counselors, 20 state supervisors of vocational guidance in the United States, 7 area vocational school counselors, and 14 community college counselors. Results included the following: (1) the personal interview is still the dominant tool used by counseling personnel as they work with students who enroll in vocational education; (2) 63 percent of the schools use other assessment tools--the larger the school, the more frequent the use; (3) no particular test or tests emerged as favorites; (4) the Colorado Occupational Computerized Information System (COCIS) is not used in some of the schools surveyed because of cost; (5) counselors and state supervisors were very positive about the use of tests and assessment tools; (6) because of the limited use of assessment tools reported by school counselors, no generalization nor strong comparisons can be made about either the degree of usefulness or degree of effectiveness of assessment tools used with students who enroll in vocational education. Recommendations were made to encourage more use of assessment tools by such methods as computerized central depositories for dissemination. (The appendix includes abstracts of the most frequently cited assessment tools.) (KC)

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INTRODUCTION

Career guidance or vocational counseling is typically seen as support to vocational education. While Herr (1984) suggests that there is a historical rhetoric as well as more recent legislative support for vocational guidance and vocational education as a partnership, that view does not always predominate in practice. Furthermore, the use of assessment tools with students who enroll in vocational education has recently been highlighted within the Carl Perkins Vocational Education Act of 1984. This legislation specifically mentions that special populations will receive the following from counselors. These mandates point to the value of assessment and set a direction of what all students, in the future, might expect from school guidance programs if assessment is to play a significant role in counseling students who enroll in vocational education.

* Assessment information is available prior to programming and scheduling.
* Students' interests and abilities are considered in the programming and scheduling.
* Prior to program placement, the student was provided with career development activities, such as training and/or assistance in career planning skills.

Inherent here and fundamental to vocational guidance is the assessment of individual characteristics that pertain to success and satisfaction in diverse occupational and educational opportunities. Research on the reliability and validity of over 600 career assessment tools is available to guidance workers through the Buros Mental Measurement Yearbook. In 1983, the National Career Development Association (formerly NVGA) produced "A Counselor's Guide To Vocational Guidance Instruments" to assist counselors with the integration of assessment tools into guidance programs.

However, as dollars in guidance offices decrease, commercial assessment tool costs skyrocket, and the utilization and value of tools to counsel students who enroll in vocational education remains unresearched, the need for helping students to see vocational education as an option has never been greater in this technological age. As the need for vocational education and technical skill training is reported within reports such as the National Commission on Excellence, Action for Excellence (Task Force on Education for Economic Growth) and the D.O.L.'s 90 Most Promising Careers for the 80's, research on the ineffectiveness of assessment tools used within career guidance remains clear. The following adds support for needed improvements if guidance personnel are to be counted on to help counsel students who enroll in vocational education.

* From House Bill H.R. 4974, 11/13/81:

  * when prevocational guidance and exploration programs are offered to middle school and junior high school youth, the result has been a qualitative as well as a numerical increase in vocational program enrollments at the secondary and post-secondary levels.

  * when vocational programs have consistently provided comprehensive guidance services preceding, during and following their tenure, the job market advantage of graduates has extended beyond the four years presently associated with those who terminate their formal education at the high school level. (H.R. 4974)

  * A nationwide study of career development found that over three-fourths of the 32,000 high school students surveyed "would like help" with career planning. The needs of these students were so severe that the authors concluded, "If we were speaking of physical development rather than career development, we would describe American youth as hungry, malnourished and physically retarded." (Prediger, 1972)

  * Another survey found that the majority of students selected their high school courses because they like the cirriculum and not on the basis of the kind of careers completing this program would enable them to enter. This finding, together with the conclusion that almost 2.5 million youth yearly are leaving school unprepared for either further education or for work suggests that better decisions could be made on what to study in high school. (NIE, 1972)

* Another survey found that only 18% of a sample of 2,500 high school juniors had educational and occupational plans consistent with their interests and abilities. (Bowlsby, 1974)

More specifically, the following data from the Landmark American Vocational Education Study of 1982 (Career Information Resources in Secondary Schools) points out the need for providing better guidance tools and methods which help sutdents learn about occupations and vocational education.

- 47% of the students "never" had talked to counselors about occupations.
- 40% of the students reported "never" talking to counselors about preparing for an occupation.
- About 60% had "never" talked to a counselor about finding a job.

In conjunction with this data is the role of guidance personnel and their involvement with vocational students.

Counselors generally believe one should not use assessment tools to counsel students into vocational education or any other career choice. Good assessment tools and career guidance activities are those which help secondary students expand their options. While this runs counter to traditional vocational educators who believe a matching approach is possible early in a student's career, many general counselors agree that too often "expanding options" does not include access to information about vocational education. While counselors in general disagree as to whether there is such a process as vocational education counseling or specific assessment for students who enroll in vocational education, assessment tools could be identified. Additionally, after considerable help from this study's advisory counsel, all reference to "students who are counseled into" was changed to "students who enroll in vocational education" throughout the study. This does prove most helpful in that many assessment tools are used with students considering but never enrolling in vocational education. Yet, it is this researcher's belief that until assessment tools can be identified and

evaluated by practioners, there is little hope that the guidance profession will take a more critical look at the use of assessment tools to help students who enroll in vocational education.

This research sought to answer the following questions:

1. To what degree is the personal interview used in counseling students who enroll in vocational classes/programs?

2. What assessment tools (tests or software programs) are used in counseling students who enroll in vocational classes/programs?

3. How do counselors and state supervisors feel about the use of assessment tools?

4. How effective is the use of COCIS as an assessment tool for those students who enroll in vocational education?

5. How do state supervisors of vocational guidance feel about the use of assessment tools?

6. How effective are the most frequently used assessment tools in counseling students who enroll in vocational classes/programs?

RESEARCH OBJECTIVES

The following are the research objectives for this study. A chart illustrating the objectives and specific populations involved with each objective is also included.

1. To identify assessment tools used to counsel students who enroll in vocational education and evaluate their effectiveness from the perception of Colorado guidance personnel within secondary schools, area vocational schools, community colleges, as well as state supervisors of vocational guidance.

2. Survey the authors of the 10 most frequently cited assessment instruments regarding their tools' usefulness in counseling students into vocational education.

3. To determine the use and effectiveness of (COCIS) Colorado Occupational and Career Information System as an assessment tool by surveying a representative sample of all guidance personnel within Colorado secondary schools, area vocational schools and community colleges.

4. To determine Colorado's guidance personnel's view of the ideal assessment tool and their belief that assessment tools are used or should be used to counsel students into vocational education.

5. To disseminate findings and recommendations in a written and innovative format which all 181 school districts can use to identify their needs and develop model programs which will help improve their ability to counsel students into vocational education.

"IDENTIFICATION AND EVALUATION OF ASSESSMENT TOOLS USED TO COUNSEL STUDENTS WHO ENROLL IN VOCATIONAL EDUCATION CLASSES/PROGRAMS"

OBJECTIVES	POPULATIONS/TASKS	Highschool counselors most involved in advising/counseling students who enroll in VE classes/programs	State supervisor of vocational guidance	(7) Area vocational school counselors most involved in advising/counseling students who enroll in VE classes/programs	(14) Community College counselors most involved in advising/counseling students who enroll in VE classes/programs	10 most frequently cited publishers of assessment tools (tests or software programs) used with students who enroll in VE classes/programs	181 school districts
Identify and evaluate the usefulness and effectiveness of the personal interview and assessment tools (tests and software) used to counsel students who enroll in vocational classes/programs by surveying a representative sample of all Colorado guidance personnel within secondary schools, area vocational schools and community colleges		I. Personal Int. III. Other X Assessment Tools IV. List Softw.		I. Personal Int. III. Other X Assessment Tools IV List Softw.	I. Personal Int. III. Other X Assessment Tools IV. Softw. Prog.		
Determine perceptions about the use of assessment tools by surveying a representative sample of all Colorado guidance personnel within secondary schools, area vocational schools, community colleges and state supervisors of vocational guidance		Part II A X	Part II A X	V. Use of Assessment Tools X	V. Use of Assessment Tools X		
Determine the use and effectiveness of COCIS as an assessment tool by surveying a representative sample of all guidance personnel within Colorado secondary schools, area vocational schools and community colleges		II. COCIS X		II. COCIS X	II. COCIS X		
Survey the publisners of the 10 most frequently cited assessment tools (tests or software programs) to determine their tool's usefulness in counseling students who enroll in vocational education classes/programs						Abstracts X	
Disseminate findings and recommendations in a written and video format which all 181 school-districts can use to identify their needs & develop model programs to help improve their ability to counsel students who enroll in vocational education							Report X

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PROCEDURES

In order to obtain information from those involved with advising and counseling students who enroll in vocational education, a series of questionnaires were developed. The statements in the questionnaires were developed from information gathered from a review of the literature and discussions with the research's advisory committee.

Surveys were developed for the following groups to complete:

1. Sixty high school counselors identified by school principals to be most involved in advising/counseling students who enroll in vocational classes/programs. Using the Colorado High School Athletic Association classification of school, a counselor from each of twenty schools selected randomly from class A, class AA, and class AAA were mailed a survey. Follow-up phone calls were made to those counselors not initially responding.

2. Twenty state supervisors of vocational guidance in the United States. Using the list of state supervisors furnished by the United States Office of Education, a random sample of 20 was contacted and sent a survey. Follow-up calls and additional mailings were sent to those counselors not initially responding.

3. Seven area vocational school counselors most involved in advising/ counseling students who enroll in vocational classes/programs. Each counselor was sent a survey and follow-up calls were made to those counselors not initially responding.

4. Fourteen community college counselors most involved in advising/ counseling students who enroll in vocational classes/programs. Each counselor was sent a survey and follow-up calls were made to those counselors not initially responding.

5. Summary forms were developed to obtain the necessary information to meet the research objectives.

6. The twelve most frequently cited publishers of assessment tools (tests and software programs) used with students who enroll in vocational classes/programs were contacted and asked to assist this researcher in developing an abstract of their products.

7. The data from the summary forms were tabulated.

RESULTS

The following summary charts include the results of the data collected from this study. In each case reference to the populations studied, the sample size, and percent of return are included.

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SECONDARY

COUNSELORS SAMPLE

The decision of which counselors to survey for this research project was determined by first dividing each of Colorado's high schools into their respective size categories (A, AA, AAA). The schools were then listed alphabetically and assigned a number. Twenty schools were then selected from each size category using a microcomputer program for random selection.

Schools that were chosen were contacted by telephone and the principal's secretary was asked to identify the appropriate counselor to receive the survey.

SECONDARY COUNSELORS

SCHOOL SIZE "AAA" RESPONDENTS

HIGH SCHOOL	COUNSELOR
1. Bear Creek	Raoul Bates
2. Broomfield	Tom Anderson
3. Denver North	Arnie Clum
4. Durango	Don Brown
5. Evergreen	Harry Hoffman
6. Golden	Bruce Douglas
7. Grand Junction	Norma Schultz
8. Greeley Central	Ken Schuman
9. Heritage	Norm Van Osten
10. Longmont	Joe Carney
11. Manual	Gibson Gardner
12. Mitchell	Norman Aub
13. Montbello	Larry Delmarco
14. Palmer	Dave Vasquez
15. Pomona	Fred Dyer
16. Ponderosa	Kristi Manzanares
17. Pueblo East	Bob Imes
18. Thornton	Kathy Valentine
19. Westminster	Nancy Shain
20. La Junta	Leota Nilson

SECONDARY COUNSELORS

SCHOOL SIZE "AA" RESPONDENTS

HIGH SCHOOL	COUNSELOR
1. Alamosa	Sadie Martinez
2. Berthoud	Chuck Pennell
3. Brush	Al Worthley
4. Buena Vista	
5. Cedaredge	Kent Salyer
6. Clear Creek	Larry Fowler
7. Eaton	
8. Erie	Mary Harris
9. Falcon	Barry McDonald
10. Florence	Richard Burleson
11. Ft. Lupton	Josephine Mendoza
12. Glenwood Springs	Leo Williams
13. Gunnison	Donna Stefanic
14. Lake County	Judith Baillia
15. Lewis Palmer	Craig Cropsey
16. Meeker	Georgine Dickens
17. Paonia	Gerald Neill
18. Sheridan	Marsha Caldwell
19. Woodland Park	Sharron Johnson
20. Yuma	Ernie Stumpf

SECONDARY COUNSELORS

SCHOOL SIZE "A" RESPONDENTS

HIGH SCHOOL	COUNSELOR
1. Akron	Richard Perry
2. Briggsdale	Evert Bissell
3. Campo	Lyle Bliss^
4. Centennial	Willie Montoya
5. Center	Suzzane Shriver
6. Cheyenne Wells	Bruce Sonnenfield
7. Dolores	Gail Hunter
8. Hi Plains	Ron Stone
9. Hoehne	Charles Bonino
10. Manzanola	Charles Slate
11. Moffat	Trinidad Sanchez^
12. Mountain Valley	Karen Ickes
13. North Park	Art Bangert
14. Peetz	Dennis Wagner
15. Peyton	Judy McCormick
16. Plateau Valley	Rick Lucas
17. Soroco	Jay Roope
18. Stratton	Bruce Monosmith
19. West Grand	Gary Miller
20. Wiggins	Dick Jones

ALL SECONDARY COUNSELORS
PERSONAL INTERVIEW

Is the personal interview used to advise/counsel students who enroll in vocational courses and programs?

	TOTAL	A	AA	AAA
Yes, by counselors	41	8	18	15
Yes, by VE teachers and others	38	12	10	16
No, not at all	5	5	0	0

Check all groups who advise/counsel students who enroll in vocational classes/programs.

	TOTAL	A	AA	AAA
Counselors	49	12	17	20
Person identified as vocational counselor	23	4	5	14
Special needs teachers	29	5	10	14
Vocational teachers	46	13	13	20
Teacher/advisor program	14	2	5	7
Students (peer counselors)	9	2	4	3
Others	6	3	1	2

What percent of students who enroll in vocational courses/programs have a personal interview prior to enrollment?

%	Number of Responses
100	23
95	1
90	3
85	1
80	3
75	1
70	3
65	2
50	5
38	1
30	3
25	1
5	1

What is the average length of the interview?

Number of Minutes	Number of Responses
45	1
30	3
20	8
15	9
10	5
5	1
5-10	10
10-15	1
15-25	5
15-30	2

ALL SECONDARY COUNSELORS

OTHER ASSESSMENT TOOLS

In your school, are other tools (tests, inventories, excluding software) used to advise/counsel students who enroll in vocational classes/programs?

	TOTAL	A	AA	AAA
YES	37	7	12	18
NO	21	13	5	2
If NO, why?				
Inadequate staff background and training (skill)	5	2	2	1
Good tools are not available	6	4	1	1
Lack of familiarity with existing tools	8	2	5	1
Financially prohibitive/inadequate budget	10	6	2	2
Unfavorable staff attitude to assessment	2	1	0	1
Lack of staff time	8	3	3	2
Hard to schedule students for testing/assessment	3	1	0	2

ALL SECONDARY COUNSELORS

ASSESSMENT TOOLS AND SOFTWARE PROGRAMS

While 27 different assessment tools and 15 software programs were identified as being used to advise/counsel students who enrolled in vocational classes/programs, the 12 most commonly mentioned by Colorado counselors are listed. In each case an abstract is provided (Appendix B) which reviews the tool.

		Number of Times Mentioned
1.	Armed Services Vocational Aptitude Battery (ASVAB)	9
2.	Colorado Occupational Career Information System (COCIS)	9*
3.	General Aptitude Test Battery (GATB)	9
4.	Ohio Vocational Interest Survey (OVIS)	7
5.	Strong-Campbell Interest Inventory (SCII)	7
6.	Microcomputer Evaluaton and Screening Assessment (MESA)	5*
7.	Wechsler Adult Intelligence Scale/Wechsler Intelligence Scale for Children (WAIS/WISC)	5
8.	Dailey Vocational Tests	4
9.	California Occupational Preference System (COPS)	3
10.	Differential Aptitude Tests (DAT)	3
11.	Judgement of Occupational Behavior-Orientation (JOB-O)	3
12.	Kuder Occupational Interest Survey	3

*Software program

ALL SECONDARY COUNSELORS

ASSESSMENT TOOLS

List assessment tools used to advise/counsel students who enroll in vocational classes/programs and rate each on the following characteristics.

CODE = | A AA / AAA T | - Size of School and Total

Assessment Tools		Extent of Use With Students Who Enroll In Voc Classes/Programs						Usefulness			Effectiveness With Students Who Enroll in Voc Classes/ Programs		
		All students who enroll in voc classes/programs	75%	50%	25%	Less than 10%	None	Easy to use & understand	Somewhat difficult to use and understand	Difficult to use and understand	Great value in making class/program placement decisions	Some value in making class/program placement decisions	Little value in making class/program placement decisions
Tool	Times Mentioned	A AA / AAA T	2	3	4	5	6	1	2	3	1	2	3
Daily Voc	4		1 / 1	1 / 1	1 / 1	1 / 1		1 1 / 2	1 1 / 2		1 / 1	1 2 / 3	
Strong Campbell	7	1 1	1 / 1 2		4 4			1 / 1 2	4 4	1 1	1 1	1 / 4 5	1 1
Bennett	1								1 / 1			1 / 1	
Ovis II	7	1 3 / 2 6				1 / 1		1 3 / 2 6	1 / 1		1 1	1 3 / 1 5	
GATB	9		1 / 1 2		1 1	2 / 4 6		1 / 3 4	1 1	2 / 2	1 / 1	2 1 / 5 8	1 1
CAI	1			1 / 1				1 / 1			1 / 1		
TABE	1											1 / 1	
Kuder	3			1 / 1	1 1	1 1		1 / 2 3			1 / 1	2 2	
Cal Ach	1	1 / 1							1 / 1		1 / 1		
Iowa TAP	1	1 / 1							1 / 1		1 / 1		
ASVAB	9	1 1 / 2 4		1 1 / 2	1 / 1	2 2		2 2 / 3 7	1 / 1 2		1 1 / 2	1 1 / 4 6	1 / 1
WAIS/WISC	5				1 1	1 / 3 4		1 1	1 / 1 2			1 / 2 3	1 1
VIESA	1					1 / 1		1 / 1			1 / 1		
ACT - Career	2	1 / 1				1 / 1		2 / 2			1 / 1	1 / 1	
DAT	3	1 / 1 2			1 1			1 / 2 3			1 1	1 / 1 2	
COPS	3	1 1	2 / 2					2 / 2	1 1			2 / 1 3	
S D S	1					1 1		1 1				1 1	

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ALL SECONDARY COUNSELORS

ASSESSMENT TOOLS

List assessment tools used to advise/counsel students who enroll in vocational classes/programs and rate each on the following characteristics.

CODE = | A AA / AAA T | - Size of School and Total

Assessment Tools		Extent of Use With Students Who Enroll In Voc Classes/Programs						Usefulness			Effectiveness With Students Who Enroll in Voc Classes/ Programs		
		All students who enroll in voc classes/programs	75%	50%	25%	Less than 10%	None	Easy to use & understand	Somewhat difficult to use and understand	Difficult to use and understand	Great value in making class/program placement decisions	Some value in making class/program placement decisions	Little value in making class/program placement decisions
Tool	Times Mentioned	A AA AAA T	2	3	4	5	6	1	2	3	1	2	3
Job Attitude Scale	1		1 1					1 1				1 1	
Standford T Accd Skills	2				1 1	1 1		2 2				2 2	
World of Work	1				1 1			1 1				1 1	
Harrington-Oshea	1					1 1		1 1				1 1	
PEG'S	1					1 1		1 1				1 1	
Job-O	3	2 2				1 1		3 3			1 1	2 2	
Dept. Labor Check List	1					1 1			1 1			1 1	
Boy Scouts	2	2 2						2 2				1 1	1 1
TAPS	1					1 1		1 1				1 1	
Vineland Soc. Mat.	1					1 1		1 1				1 1	

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ASSESSMENT SOFTWARE PROGRAMS

List software programs used in advising/counseling students who enroll in vocational classes/programs and rate each on the following characteristics.

CODE = | A AA / AAA T | - Size of School and Total

SOFTWARE		Extent of Use With Students Who Enroll In Voc Classes/Programs						Usefulness			Effectiveness With Students who Enroll in Voc Classes/ Programs		
		All students who enroll in voc classes/programs	75%	50%	25%	Less than 10%	None	Easy to use & understand	Somewhat difficult to use and understand	Difficult to use and understand	Great value in making class/program placement decisions	Some value in making class/program placement decisions	Little value in making class/program placement decisions
Software	Times Mentioned	A AA / AAA T	2	3	4	5	6	1	2	3	1	2	3
COCIS	9	1 1		2 3 / 1 3	1 2 3 / 2 3	1 2 / 1 2		1 2 / 5 8	1 / 1		11 1 / 2 5	1 / 3 4	
MESA	5		1 / 1			2 / 2 4		1 / 2 3	2 / 2		1 / 1 2	2 / 1 3	
ACT Discover	2				1 1	1 / 1		1 1	1 / 1		1 1	1 / 1	
OVIS	1			1 / 1				1 / 1				1 / 1	
Career Exploration	2					2 2			2 2			2 2	
Career Directions	2					1 1	1 1	1 1		1 1		1 1	1 1
LOADS	1					1 1			1 1			1 1	
Job-O	1					1 1		1 1			1 1		
College Choice	1					1 1		1 1				1 1	
Corp Job Game	1					1 1			1 1			1 1	
CEVTOC	2				2 2			2 2				2 2	
GIS	1			1 1				1 1			1 1		
Career Scan	1					1 1			1 1				1 1

ISSUES IN USING ASSESSMENT TOOLS

ALL SECONDARY COUNSELORS

Sample Size 58

60 - 2 Non-responses

97% Return

	A				AA				AAA				TOTAL			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
1. It is difficult to schedule individual students for assessment.	5	5	9	1	3	8	5	2	4	13	3	0	12	26	17	3
2. It is difficult to schedule groups of students for assessment.	4	7	8	1	3	6	8	1	4	12	4	0	11	25	20	2
3. Most tools are too expensive.	4	10	5	0	2	10	6	0	1	11	7	1	7	31	18	1
4. The staff lacks assessment expertise.	1	12	6	1	0	8	10	0	1	6	11	2	2	26	27	3
5. Personnel time to interpret assessment results is inadequate.	4	8	8	0	3	9	6	0	3	14	3	0	10	31	17	0
6. Most tools have to be sent away to be scored.	2	12	6	0	2	14	2	0	4	12	4	0	8	38	12	0
7. There are many good assessment tools to choose from.	2	10	5	1	2	11	3	0	1	16	3	0	5	37	11	1
8. Our office has enough information about what tools are available.	1	11	6	2	0	8	11	1	1	8	11	0	2	27	28	3
9. Assessment should involve more self administration.	2	13	5	0	1	13	3	0	1	19	0	0	4	45	8	0
10. Assessment should involve more self scoring.	2	11	6	1	1	13	4	0	1	19	0	0	4	43	10	1
11. Assessment feedback should include take-home reports for parents.	7	12	1	0	11	7	0	0	8	12	0	0	26	31	1	0
12. Assessment should motivate students to consider next training options (community college, private vocational schools, etc.)	9	11	0	0	3	8	6	0	6	14	0	0	18	33	6	0
13. Group interpretation of results is not used as much as it should be.	2	9	8	1	0	10	9	0	0	15	5	0	2	34	22	1
14. Emphasis on equality for the handicapped, women and minorities has not increased assessment use.	1	10	5	1	1	7	11	0	0	18	2	0	2	35	18	1
15. Personnel time to administer assessment is adequate.	1	11	5	3	1	5	9	1	0	6	13	1	2	22	27	5
16. Assessment is a low priority in our school.	2	8	10	0	3	9	3	0	1	8	11	0	6	25	24	0
17. There should be greater use of micro-computers in assessment.	5	9	7	0	4	9	3	0	4	13	3	0	13	31	13	0
18. Enrollments in vocational classes/programs would increase if microcomputers were used to help advise/counsel students.	2	4	8	1	0	7	7	1	0	7	12	1	2	18	27	3
19. No more students would use the guidance office if microcomputers were used to advise/counsel students.	1	3	14	0	2	3	10	3	0	6	9	5	3	12	33	8
20. Assessment helps students have more direction.	4	15	1	0	7	10	1	1	3	17	0	0	14	42	2	1
21. Assessment helps students have more confidence in their future.	3	17	0	0	6	12	0	0	1	16	3	0	10	45	3	0
22. Less assessment should be used to advise/counsel students into vocational classes/programs.	1	1	16	1	0	1	10	6	0	2	12	6	1	4	38	13

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ALL SECONDARY COUNSELORS

COCIS

Is COCIS available to students (vocational and non-vocational) in your school?

	TOTAL	A	AA	AAA
YES	39	16	12	11
NO	19	4	6	9
If NO, why?				
Staff has never had a demonstration	2	1	1	0
COCIS is too expensive	15	2	4	9
Too few students would use it to be worthwhile	3	2	0	1
Poor quality of COCIS information	0	0	0	0
If YES, in what form?				
Keysort card deck	3	2	1	0
Computersort micro desk	30	14	11	5
Computersort main frame	6	0	0	6

To what extent is COCIS used by students for:

	MAJOR	MOD	LITTLE	NONE
Vocational/course/ program exploration	12	18	8	3
College information	6	24	7	4
Job information	17	16	4	2
Career exploration/information	22	12	2	0
Teaching/class assignments	6	13	15	2
Other uses	0	5	6	6

ALL SECONDARY COUNSELORS

To what extent do you use these components?

	MAJOR	MOD	LITTLE	NONE
Quest	13	13	5	5
Occupational descriptions	10	11	5	5
Programs of study	4	14	13	7
Colorado schools	6	14	13	4
Scholarships/financial aid	4	14	11	8
Employers' file	3	15	9	9
Apprenticeship file	2	8	16	10
National school file	2	9	12	11

Is COCIS used to advise/counsel students who enroll in vocational classes/programs?

	TOTAL	A	AA	AAA
YES	28	9	11	8
NO	14	5	2	7

Of students who enroll in vocational classes/programs estimate the percentage who uses COCIS prior to enrollment.

%	TOTAL	A	AA	AAA
100	3	2	1	
95				
90	1	1		
85	1			1
80	1	1		
75	4	1	2	1
50	5		3	2
40	2			2
30	1		1	
25	1	1		
10	1		1	
5	1			1

AVS COUNSELORS SAMPLE

This population included a group identified (within the AVS Handbook: A Guide to Colorado's Area Vocational Schools) as all the area vocational school counselors in Colorado. Each counselor was sent a survey and follow-up calls were made until all seven or 100% of the surveys were returned. Counselors were asked about the personal interview in advising/counseling students, the use of COCIS (Colorado Occupational and Career Information System) and other assessment tools and software programs to advise/counsel students who enroll in vocational classes/programs. Finally, five of the seven respondents expressed their attitudes about 22 issues regarding the use of assessment tools.

AREA VOCATIONAL SCHOOL COUNSELORS

Boulder Valley Voc/Tech School
Bill Kucera
6600 Arapahoe
Boulder, CO 80303
447-1010 X612

Delta/Montrose Area Voc/Tech School
Guy Pfalzpraff
1765 U.S. Highway 50
Delta, CO 81416
874-7671

Emily Griffith Opportunity School
Chris Millius
1250 Welton Street
Denver, CO 80204
572-8218

Larimer County Voc/Tech Center
Kay Hood
4616 South Shields, P.O. Box 2397
Ft. Collins, CO 80522
226-2500 X128

Pickens Technical Center
Frank Green
500 Buckley Road
Aurora, CO 80011
344-4910

San Juan Basin Area Voc/Tech School
Domonic Aspromonte
8 miles east of Cortez
Cortez, CO 80321
565-8457 X22

San Luis Valley Area Vocational School
Chuck Yokley
1011 Main Street
Alamosa, CO 81101
589-5871

Sample Size 7

8 - 1 Non-response

87% Return

PERSONAL INTERVIEW

1. Is the personal interview used to advise/counsel students who enroll in vocational courses and programs?

[7] Yes by counselors,

[4] Yes by vocational teachers and others

[ ] No, not at all

If no,

a. Why not?_____

_____

_____

_____

If yes,

a. Check all groups who advise/counsel students who enroll in vocational classes/programs.

[6] Counselors

[5] Person identified as vocational counselor

[4] Special needs teachers

[3] Vocational teachers

[2] Teacher/adviser program

[0] Students (peer counselors)

[0] Others (please list them_____)

b. What percent of students who enroll in vocational courses/programs have a personal interview prior to enrollment?

%	Number of Responses
95	1
45	1
30	2
5	1
N/A	2

c. What is the average length of the interview?

Minutes	Number of Responses
15	1
20	1
30	3
N/A	2

OTHER ASSESSMENT TOOLS

In your school, are other tools (tests, inventories, excluding software) used to advise/counsel students who enroll in vocational classes/programs?

[5] Yes Comment: _____

[2] No

→If no, mark appropriate answers and then go to question III b

- ☐ Inadequate staff background and training (skill)
- ☐ Good tools are not available
- ☐ Lack of familiarity with existing tools
- ☐ Financially prohibitive/inadequate budget
- ☐ Unfavorable staff attitude to assessment
- ☐ Lack of staff time
- ☐ Hard to schedule students for testing/assessment

→If yes,

a. Please list tools used to advise/counsel students who enroll in vocational classes/programs and rate each tool you listed on the following characteristics:

a. Please list tools used to advise/counsel students who enroll in vocational classes/programs and rate each tool you listed on the following characteristics:

ASSESSMENT TOOLS	Extent of Use With Students Who Enroll in Voc Classes/ Programs						Usefulness			Effectiveness With Students Who Enroll in Voc Classes/ Programs				
	All students who enroll in voc classes/programs	75%	50%	25%	Less than 10%	None	Easy to use & understand	Somewhat difficult to use & understand	Difficult to use & understand	Great value in making class/program placement decisions	Some value in making class/program placement decisions	Little value in making class/program placement decisions		
None Offered														

Comments:

b. What would ideal tool(s) used for advising/counseling students who enroll in vocational classes/programs do?

None Offered

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AVS COUNSELSORS

List software programs used within your school with students who enroll in vocational classes/programs and rate each software program you listed on the following characteristics.

	Extent of Use With Students Who Enroll in Voc Classes/ Programs					Usefulness			Effectiveness With Students Who Enroll in Voc Classes/ Programs		
MICROCOMPUTER SOFTWARE	All students who enroll in voc classes/programs	75%	50%	25%	Less than 10% None	Easy to use & understand	Somewhat difficult to use & understand	Difficult to use & understand	Great value in making class/program placement decisions	Some value in making class/program placement decisions	Little value in making class/program placement decisions
No programs were listed											

Comments:

AVS COUNSELORS

USE OF ASSESSMENT TOOLS

Indicate your level of agreement to each statement regarding the use of assessment tools.

Sample Size 6

7 - 1 Non-response

96% Return

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL RESPONSES
1. It is difficult to schedule individual students for assessment.	2	2	1	0	5
2. It is difficult to schedule groups of students for assessment.	0	3	2	0	5
3. Most tools are too expensive.	2	2	1	0	5
4. The staff lacks assessment expertise.	2	1	1	1	5
5. Personnel time to interpret assessment results is inadequate.	2	3	0	0	5
6. Most tools have to be sent away to be scored.	0	2	3	0	5
7. There are many good assessment tools to choose from.	0	4	1	0	5
8. Our office has enough information about what tools are available.	1	2	2	0	5
9. Assessment should involve more self administration.	0	2	0	1	5
10. Assessment should involve more self scoring.	1	2	2	0	5
11. Assessment feedback should include take-home reports for parents.	1	2	0	1	5
12. Assessment should motivate students to consider next training options (community college, private vocational schools, etc.)	2	2	0	1	5
13. Group interpretation of results is not used as much as it should be.	1	2	2	0	5
14. Emphasis on equality for the handicapped, women and minorities has not increased assessment use.	0	4	4	0	5
15. Personnel time to administer assessment is adequate.	0	1	4	1	5
16. Assessment is a low priority in our school.	1	1	1	2	5
17. There should be greater use of micro-computers in assessment.	0	2	2	1	5
18. Enrollments in vocational classes/programs would increase if microcomputers were used to help advise/counsel students.	0	1	3	1	5
19. No more students would use the guidance office if microcomputers were used to advise/counsel students.	0	2	2	1	5
20. Assessment helps students have more direction.	1	4	4	0	5
21. Assessment helps students have more confidence in their future.	0	3	2	0	5
22. Less assessment should be used to advise/counsel students into vocational classes/programs.	0	0	2	3	5

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COCIS (Colorado Occupational Computerized Information System)

1. Is COCIS available to students in your school?

[2] Yes

[5] No

→If no, mark appropriate answers and go to question III

- [0] Staff has never had a demonstration of COCIS
- [3] COCIS is too expensive
- [1] Too few students would use it to make it worthwhile
- [1] Poor quality of the COCIS information

→If yes,

a. In what form?

- [0] Keysort card deck
- [0] Computersort micro disk
- [2] Computersort main frame

b. To what extent is COCIS used for:

	major	moderate	little	none
Vocational/course/ program exploration	☐	[1]	☐	☐
College information	☐	☐	[1]	☐
Job information	☐	☐	[1]	☐
Career exploration/ information	☐	[1]	☐	☐
Teaching/class assign-ments	☐	[1]	☐	☐
Other uses	☐	☐	[1]	☐

c. To what extent do you use:

Quest	☐	[1]	☐	☐

Files

Occupational descriptions	☐	[1]	☐	☐
Programs of study	☐	[1]	☐	☐
Colorado schools	☐	[1]	☐	☐
Scholarships/ financial aid	☐	[1]	☐	☐
Employers' file	☐	[1]	☐	☐
Apprenticeship file	☐	☐	[1]	☐
National school file	☐	[1]	☐	☐

d. Is COCIS used to advise/counsel students who enroll in vocational classes/programs?

[1] Yes

[2] No

→If no, mark appropriate answers and go to question III

[0] Counselors not familiar with COCIS

[0] Teachers not familiar with COCIS

[0] Information of limited value to students who enroll in vocational education classes/ programs

[0] Vocational students not interested in COCIS information

[2] Financially prohibitive/cost versus value received

→If yes,

1. Of students who enroll in vocational classes/programs estimate the percentage who use COCIS prior to enrollment. _____%

   1 response of 10%

2. What suggestions would you have to improve COCIS: None offered

COMMUNITY COLLEGE SAMPLE

This sample included a vocational counselor from each Colorado Community College included within the 1983 Directory of Colorado Community Colleges. A call was made to verify to whom the survey was to be sent. Thirteen of Fourteen or 93% of the surveys were returned. The survey asked about the use of the personal interview, COCIS (Colorado Occupational and Career Information System) and other assessment tools and software programs to advise/counsel students who enroll in vocational classes/ programs. Finally the respondents expressed their attitudes about 22 issues regarding the use of assessment tools.

COMMUNITY COLLEGE COUNSELORS

Arapahoe Community College
Alex Labak
5900 South Sante Fe Ave.
Littleton, CO 80120
794-1550

Aurora Education Center
Julia Cisco
791 Chambers Rd.
Aurora, CO 80011
344-1463

Community College of Denver-Auraria
Larry Brooks
1111 West Colfax Ave.
Denver, CO 80204
556-2481

Community College of Denver-North
Ronald Young
3645 West 112th Ave.
Westminster, CO 80030
466-8811 X551

Community College of Denver-Red Rocks
Judy Ortega
12600 West Sixth Ave.
Golden, CO 80401
988-6160 X288

Colorado Mountain College
1301 Grand Ave.
Glenwood Springs, CO 81601
945-8691

Colorado Northwestern
Steve Neumiller
500 Kennedy Dr.
Campus Box 128
Rangeley, CO 81648
675-3233

Lamar Community College
Pat Rocco
2401 South Main
Lamar, CO 81052
336-2248

Morgan Community College
Beth Lebsock
17800 County Rd. 20
Ft. Morgan, CO 80701
867-3081

Northeastern Junior College
Bruce Bryden
Sterling, CO 80751
522-6600

Otero Junior College
David Kuebbeler
LaJunta, CO 81050
384-6835

Pikes Peak Community College
Duane Skinner
5675 South Academy Blvd.
Colorado Springs, CO 80906
576-7711

Pueblo Community College
*Did not respond
900 West Orman Ave.
Pueblo, CO 81004
549-3323

Trinidad State Junior College
Martha Haun and
Anthony Abeyta
Trinidad, CO 81082
846-5552

COMMUNITY COLLEGE COUNSELORS

SAMPLE SIZE 12 (13-1 NON-RESPONDENT)
(92% RETURN)

PERSONAL INTERVIEW

1. Is the personal interview used to advise/counsel students who enroll in vocational courses and programs?

- [12] Yes by counselors,
- [11] Yes by vocational teachers and others
- [ ] No, not at all

If no,

a. Why not? _____

_____

_____

_____

If yes,

a. Check all groups who advise/counsel students who enroll in vocational classes/programs.

- [12] Counselors
- [7] Person identified as vocational counselor
- [3] Special needs teachers
- [13] Vocational teachers
- [9] Teacher/adviser program
- [ ] Students (peer counselors)
- [ ] Others (please list them _____)

b. What percent of students who enroll in vocational courses/programs have a personal interview prior to enrollment?

b.

%	Number of Responses
100	3
75	3
60	2
50	2
40	2

c. What is the average length of the interview?

Minutes	Number of Responses
60	1
45	3
20	3
30	5

OTHER ASSESSMENT TOOLS

In your school, are other tools (tests, inventories, excluding software) used to advise/counsel students who enroll in vocational classes/programs?

[1] Yes Comment: Basic Skills Assessment = 1

[2] No

→If no, mark appropriate answers and then go to question III b

[0] Inadequate staff background and training (skill)

[0] Good tools are not available

[0] Lack of familiarity with existing tools

[0] Financially prohibitive/inadequate budget

[0] Unfavorable staff attitude to assessment

[1] Lack of staff time

[0] Hard to schedule students for testing/assessment

→If yes,

a. Please list tools used to advise/counsel students who enroll in vocational classes/programs and rate each tool you listed on the following characteristics:

COMMUNITY COLLEGE COUNSELORS

Assessment Tools and Software Programs

Fourteen assessment tools and six software programs were identified as being used to advise/counsel students who enrolled in vocational classes/ programs.

		Number of Times Mentioned
1.	Strong Campbell	4
2.	Asset	4
3.	COCIS	4*
4.	Career Assessment Inventory	3
5.	ACT - Discover	3*
6.	Self-Directed Search	2
7.	COPS - CAPS - COPES	2
8.	GATB	2
9.	SIGI	2*
10.	Kuder	1
11.	MESA	1
12.	RRLL Basic Skills Assessment	1
13.	MMPI	1
14.	WAIS-R	1
15.	Myers - Briggs	1
16.	Academic Tests	1
17.	Interest Tests	1
18.	CEVTOC	1*
19.	CCAPP	1*
20.	Scholarship Today	1*

*Software Program

ASSESSMENT TOOLS

ASSESSMENT TOOLS	Extent of Use With Students Who Enroll in Voc Classes/ Programs: All students who enroll in voc classes/programs	75%	50%	25%	Less than 10%	None	Usefulness: Easy to use & understand	Somewhat difficult to use & understand	Difficult to use & understand	Effectiveness With Students Who Enroll in Voc Classes/ Programs: Great value in making class/program placement decisions	Some value in making class/program placement decisions	Little value in making class/program placement decisions
Strong Campbell				1	2		4	1		2	2	
Kuder							1	1			1	
Career Assessment Inventory					2		3			2	1	
ASSET	2	1	1				4			4		
Academic Tests	1						1				1	
MESA					1			1			1	
Self Directed Search			1				2			2		
Interest Inventories					2		2				2	
Discover - ACT			1	2			3			1	1	1
RRLL Basic Skills Assessment		1					1			1		
Cops-Caps-Copes					1		2			1		
GATB				1	1		2			1	1	
MMPI					1				1	1		
WAIS-R					1				1	1		
Myers-Briggs							1				1	

Comments

b. What would ideal tool(s) used for advising/counseling students who enroll in vocational classes/programs be?

No Response Given

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List software programs used within your school with students who enroll in vocational classes/programs and rate each software program you listed on the following characteristics.

N = 12

Use None = 8

MICROCOMPUTER SOFTWARE N	Extent of Use With Students Who Enroll in Voc Classes/ Programs						Usefulness			Effectiveness With Students Who Enroll in Voc Classes/ Programs		
	All students who enroll in voc classes/programs	75%	50%	25%	Less than 10%	None	Easy to use & understand	Somewhat difficult to use & understand	Difficult to use & understand	Great value in making class/program placement decisions	Some value in making class/program placement decisions	Little value in making class/program placement decisions
4 COCIS		1	1		2		3	1		1	2	1
1 Cevtoc					1		1					
1 CCAPP		1					1			1		
1 Scholarship Today				1			1					1
2 SIGI		1			1		1	1		1		1
8 Use None												

Comments:

COMMUNITY COLLEGE COUNSELORS

USE OF ASSESSMENT TOOLS

Indicate your level of agreement to each statement regarding the use of assessment tools.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses
1. It is difficult to schedule individual students for assessment.	1	1	8	2	12
2. It is difficult to schedule groups of students for assessment.	1	3	8	0	12
3. Most tools are too expensive.	1	3	9	0	13
4. The staff lacks assessment expertise.	0	1	8	4	13
5. Personnel time to interpret assessment results is inadequate.	2	3	7	1	13
6. Most tools have to be sent away to be scored.	1	1	10	0	12
7. There are many good assessment tools to choose from.	3	9	1	0	13
8. Our office has enough information about what tools are available.	1	7	4	1	13
9. Assessment should involve more self administration.	0	7	4	0	11
10. Assessment should involve more self scoring.	0	7	4	0	11
11. Assessment feedback should include take-home reports for parents.	1	4	6	0	11
12. Assessment should motivate students to consider next training options (community college, private vocational schools, etc.)	2	9	1	1	13
13. Group interpretation of results is not used as much as it should be.	1	5	6	0	12
14. Emphasis on equality for the handicapped, women and minorities has not increased assessment use.	2	4	3	0	9
15. Personnel time to administer assessment is adequate.	0	8	4	1	13
16. Assessment is a low priority in our school.	0	3	10	0	13
17. There should be greater use of micro-computers in assessment.	2	8	1	0	11
18. Enrollments in vocational classes/programs would increase if microcomputers were used to help advise/counsel students.	0	4	6	0	10
19. No more students would use the guidance office if microcomputers were used to advise/counsel students.	0	3	7	1	11
20. Assessment helps students have more direction.	6	7	0	0	13
21. Assessment helps students have more confidence in their future.	6	6	1	0	13
22. Less assessment should be used to advise/counsel students into vocational classes/programs.	0	1	4	7	12

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COCIS (Colorado Occupational Computerized Information System)

1. Is COCIS available to students in your school?

[10] Yes

[3] No

→If no, mark appropriate answers and go to question III

[0] Staff has never had a demonstration of COCIS

[1] COCIS is too expensive

[0] Too few students would use it to make it worthwhile

[0] Poor quality of the COCIS information

→If yes,

a. In what form?

[0] Keysort card deck

[7] Computersort micro disk

[7] Computersort main frame

b. To what extent is COCIS used for:

	major	moderate	little	none
Vocational/course/ program exploration	[4]	[3]	[3]	[0]
College information	[0]	[3]	[5]	[2]
Job information	[3]	[4]	[3]	[0]
Career exploration/ information	[7]	[3]	[0]	[0]
Teaching/class assign-ments	[1]	[2]	[5]	[2]
Other uses	[0]	[3]	[0]	[2]

c. To what extent do you use:

Quest	[7]	[3]	[0]	[0]

Files

Occupational descriptions	2	5	0	1
Programs of study	0	6	3	1
Colorado schools	0	4	5	1
Scholarships/ financial aid	0	1	7	2
Employers' file	2	6	1	1
Apprenticeship file	0	2	5	2
National school file	0	0	4	5

d. Is COCIS used to advise/counsel students who enroll in vocational classes/programs?

[8] Yes

[3] No

→If no, mark appropriate answers and go to question III

- ☐ Counselors not familiar with COCIS
- ☐ Teachers not familiar with COCIS
- ☐ Information of limited value to students who enroll in vocational education classes/ programs
- ☐ Vocational students not interested in COCIS information
- ☐ Financially prohibitive/cost versus value received

→If yes,

1. Of students who enroll in vocational classes/programs estimate the percentage who use COCIS prior to enrollment. _____%

%	Number of Responses
1%	2
5%	2
10%	1
20%	1
30%	1
35%	1

2. What suggestions would you have to improve COCIS: _____

None Offered

STATE VOCATIONAL GUIDANCE SUPERVISORS SAMPLE

The decision of which state supervisors of vocational guidance and counseling within the fifty states should be surveyed was determined by first establishing the identified person within each state from the United States Department of Education. The names were then listed alphabetically and assigned a number. Twenty state supervisors (consultants) were then selected using a microcomputer program for random selection.

All 20 or 100% of the sample returned their survey.

The 22 questions examine the state supervisors perception about how secondary counselors feel about assessment.

STATE VOCATIONAL GUIDANCE SUPERVISORS

California

Dr. Anne L. Uptan
Program Administrator
Personnel & Career Development
State Department of Education
721 Capitol Mall (Third Floor)
Sacramento, CA 95814
(916) 323-0569

Colorado

Mr. Jeff Seifried
Centennial Building
1313 Sherman Street
Denver, CO 80203
(303) 866-3063

Delaware

Mr. Franklin Arbaugh
Career Education and Placement
State Dept. of Public Instruction
The Townsend Building
P.O. Box 1402
Dover, DE 19901
(302) 736-4681

Florida

Mr. Dale Ake
Student Services Section
Center for Career Development
Department of Education
Knott Building
Tallahassee, FL 32301
(904) 488-8974

Georgia

Mr. Ray Bouchillon
Guidance Consultant
Office of Vocational Education
State Department of Education
1776 Twin Towers East, 17th Fl.
205 Butler Street, S.E.
Atlanta, GA 30334
(404) 656-4059

Illinois

Lynn Trout
Guidance Consultant
State Board of Education
100 N. First Street
Springfield, IL 62777
(217) 782-5098

Iowa

Mr. Giles J. Smith
Chief, Guidance Services Section
Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319
(515) 281-3874

Kentucky

Mr. Gary Steinhilber
Unit Director of Guidance Services
Capital Plaza Tower, Room 205
Frankfort, KY 40601
(502) 564-3678

Maryland

Cynthia Bell
Maryland State Dept. of Education
200 West Baltimore Street
Baltimore, MD 21201
(301) 659-2442

Mississippi

Mr. Joe McDaniel
State Supervisor of Guidance
State Department of Education
P.O. Box 771
Jackson, MS 39205
(601) 359-3472

Montana

Judy Birch
Vocational Guidance Specialist
State Capitol
Helena, MT 59620
(406) 444-3936

Nevada

Ms. Constance Read
Sex Equity Board
Department of Education
Capitol Complex
Carson City, NV 89710
(702) 885-3144

New Hampshire

Dr. James Carr
Consultant, Vocational Guidance
State Department of Education
105 Laudon Rd, Building 3
Concord, NH 03301
(603) 271-2452

New Jersey

Ms. Shirley Morton
Vocational Guidance & Counseling
State Department of Education
225 W. State Street, W 500
Trenton, NJ 08625
(609) 292-5622

New York

John P. Stebbins
Bureau of Pupil Services
State Department of Education
Albany, NY 12235
(518) 474-6943

North Carolina

Ms. Juanita Taylor
Chief Consultant
Vocational Development
Dept. of Public Instruction Unit
Education Building, Room 539
Raleigh, NC 27611
(919) 733-7046

Oklahoma

Dr. George Cheek
Administrator
Vocational Guidance & Counseling
2500 N. Lincoln Blvd.
Oklahoma City, OK 73105
(405) 521-2426

Rhode Island

Dr. Arthur Tartaglione
Rhode Island Dept. of Education
22 Hayes Street
Providence, RI 02908
(401) 277-2691

Texas

Mr. Arnulfo Balboa
Texas Education Agency
201 E. 11th Street
Austin, TX 78701
(512) 834-4292

West Virginia

Mr. Robert Morten
Bureau of Vocational, Technical,
and Adult Education
State Office Building, 6-B221
Capitol Complex
Charleston, WV 25305
(304) 348-2194

STATE VOCATIONAL GUIDANCE SUPERVISORS SAMPLE

Below are statements regarding the use of assessment tools.

ANSWER THE QUESTIONS FROM HOW YOU THINK SECONDARY SCHOOL COUNSELORS WOULD RESPOND

Sample Size 20

100% Return

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses
1. It is difficult to schedule individual students for assessment.	5	11	4	0	20
2. It is difficult to schedule groups of students for assessment.	6	8	6	0	20
3. Most tools are too expensive.	3	10	7	0	20
4. The staff lacks assessment expertise.	0	9	9	2	20
5. Personnel time to interpret assessment results is inadequate.	4	14	1	1	20
6. Most tools have to be sent away to be scored.	0	11	9	0	20
7. There are many good assessment tools to choose from.	2	14	4	0	20
8. Our office has enough information about what tools are available.	1	5	13	1	20
9. Assessment should involve more self administration.	2	12	6	0	20
10. Assessment should involve more self scoring.	3	12	5	0	20
11. Assessment feedback should include take-home reports for parents.	11	9	0	0	20
12. Assessment should motivate students to consider next training options (community college, private vocational schools, etc.)	10	10	0	0	20

	Strongly Agree	Agree	Disagree	Strongly Disagree	
13. Group interpretation of results is not used as much as it should be.	4	12	3	0	19
14. Emphasis on equality for the handicapped, women and minorities has not increased assessment use.	4	7	9	0	20
15. Personnel time to administer assessment is adequate.	3	3	12	2	20
16. Assessment is a low priority in our school.	1	12	6	0	19
17. There should be greater use of micro-computers in assessment.	6	13	0	0	19
18. Enrollments in vocational classes/programs would increase if microcomputers were used <u>to help</u> advise/counsel students.	2	13	5	0	20
19. <u>No more</u> students would use the guidance office if microcomputers were used to advise/counsel students.	0	3	13	4	20
20. Assessment helps students have more direction.	6	13	1	0	20
21. Assessment helps students have more confidence in their future.	5	14	1	0	20
22. Less assessment should be used to advise/counsel students into vocational classes/programs.	1	0	14	5	20

CONCLUSIONS and RECOMMENDATIONS

It was the purpose of this study to answer a set of questions which would allow secondary guidance personnel, area vocational school and community college personnel to determine the effectiveness of assessment tools used to counsel students who enroll in vocational education classes/programs. Specifically, the following questions were addressed:

Question 1

To what degree is the personal interview used in counseling students who enroll in vocational classes/programs?

Answers

As expected, the personal interview is still the dominant tool used by advising and counseling personnel as they work with students who enroll in vocational education. The data relating to the use of the personal interview within secondary schools with students who enroll in vocational courses and programs can be summarized as follows: (See page 13.)

1. Almost all schools use the personal interview. Only five (25%) of the small schools (Class A) reported no use of the personal interview. All other respondent schools use the personal interview.

2. Counselors and/or Vocational Education teachers do the majority of the interviewing while others, such as special educators or teacher advisor programs, appear to be involved to a much lesser degree.

3. While most schools report using the personal interview, only 38% (23) of the schools in the sample interviewed all students who enroll. Twenty-one percent (11) of the schools interview less than 50% of the students who enroll in vocational courses or programs.

4. Over half the schools (58%) reported that the length of the interview was 15 minutes or less. Another 40% of the schools reported interviews ranging from 15 to 30 minutes. Only one school reported that interviews exceeded 30 minutes.

The data from the area vocational school counselors (page 24) regarding the personal interview is very similar with that of the secondary school counselors, with the exception that interviews tend to be somewhat longer (20-30 minutes).

Within area vocational schools there is great disparity in the percentage of students who have a personal interview prior to enrollment. Counselors, or the person identified as the vocational counselor, are said to provide advising or counseling to students who enroll in vocational classes twice as often as vocational teachers (page 24). Special needs teachers provide counseling and advising within four of the seven schools prior to a student's enrollment.

The personal interview is widely used within community colleges (page 34) and the length of the interview lasts 30 to 60 minutes as compared to the 10 to 15 minutes in the high schools.

All community colleges report at least 40% of students receive a personal interview prior to enrollment in vocational courses or programs. Within community colleges, teachers and counselors equally share the advising and counseling. (See page 34.)

While the data shows that the interview is widely used within settings but tends to be fairly short, historically, the interview was seen as a good pre-enrollment assessment if it was purposeful. While this study did not examine the component parts of the interview, one has to question its effectiveness as an assessment tool when so few students actually receive this short intervention. In a similar study, students ranked the personal interview as one of the least most helpful strategy in helping them obtain employment.

How much can be expected from a pre-enrollment interview when so few students receive such a short and flexibly defined personal interview? One could argue that students know what they want prior to enrollment and then don't need or seek an interview? Or is the interview seen as a low priority and not systematically used with pre-enrollees?

Recommendations

1. A task analysis of typical interviews within a wide range of schools is suggested to determine the degree of structure within the interview. It is highly recommended that the goals and effectiveness of interviews be determined. Until the goals of the personal interviews are determined with pre-enrollees, there will continue to be a reaction that interviews are rather passive and not a formal part of the assessment process.

2. A locally developed but structured interview would increase the possibility that the personal interview was used as an assessment tool.

3. Counseling staffs will have to shift their priorities and increase the personnel time dedicated to serving pre-enrollees if it is expected that the personal interview can serve as a recruiting tool. Especially if so few students are directly contacted about vocational courses and programs through the personal interview.

4. More structured guidance activities are encouraged which include pre-enrollment vocational education information. These provide assurances that students beyond those being interviewed receive vocational courses and programs information.

Question 2

What assessment tools (tests or software programs) are used in counseling students who enroll in vocational classes/programs?

Answers

The data in the summary charts presented in the body of this report (pages 14, 26, 36) support the following findings regarding the use of assessment tools beyond the personal interview.

1. Sixty-three percent of the schools surveyed use other assessment tools (page 14).

2. The larger the school, the more other tools are used (page 14). More than twice as many Class AAA schools than Class A schools use other tools.

3. Schools not using other assessment tools listed the following reasons most frequently: (See page 14.)

    a. inadequate budget (48%)
    b. lack of staff time (38%)
    c. not being familiar with the tools (38%)

4. The listing of tests and inventories used to advise students prior to enrollment in vocational courses revealed a wide range of tools being used, with no particular test or tests emerging as favorites. The two tests used most frequently were the GATB and the ASVAB, but they were still only used by nine (15%) of the schools surveyed (page 16).

5. When tests are used, very few schools use them with all enrollees, rather they appear to be used as a source of additional information with selected students or with selected courses (page 16).

6. The tests are not seen as particularly difficult to use or to understand and the information obtained was seen as valuable to the advising process (page 16).

The following additional observations seem warranted by the data obtained.

7. Regarding assessment software packages, the data show that software for microcomputers is not widely used in advising vocational students. Even the Colorado Occupational Computerized Information System (COCIS) is used by only about nine (15%) of the schools surveyed; even though, once again, the programs are seen as relatively easy to use and the information of value in helping students make vocational course decisions.

It's clear that there is no identifiable sets of assessment tools used, beyond the personal interview, with students who enroll in vocational education. While every school reports doing a little assessment, no school does an extensive amount of pre-enrollment assessment. However,

all respondents indicate they don't have difficulty using and understanding the tools and rate them high in effectiveness regarding their value in making placement decisions. The discrepancy between the apparent positive expectations but limited use presents a dilemma. Either there is a variety of tools in the market that can provide some helpful information or no consensus has been established about what should be used.

While time, budget, and lack of familiarity are keeping counselors from using tools, familiarity is less frequently mentioned. On the other hand, budgets apparently allow many schools to use some tools. It would appear that the lack of time to use the tools, and further research about which tools to use could add to the limited overall use of tools. Or, one could suggest that counselors are not convinced that tools are effective enough to find the time to secure adequate budgets or more significant utilization. Maybe it is determined that pre-enrollees don't need assessment generally or vocational students have already made adequate career decisions which have led them to the program. Overall, the results seem to indicate that counselors have not found short, inexpensive tools that give good information to pre-enrollees.

Finally, there are strong indications that microcomputers and assessment software used within the advising process are still in their infancy. There remains a clear void about software usefulness and quality within the advising process.

Recommendations

1. A centralized laboratory of assessment tools should be established which speaks specifically to the needs of those involved in pre-enrollment vocational education counseling.

2. Publishers, tool developers, and software authors should be encouraged to develop short and inexpensive assessment tools to assist the advisers who offer only short sessions to counselees.

3. New forms of providing consumer information to counselors is needed if they are to become motivated to use, and familiar with, the tools on the market.

4. Software which specifically speaks to the vocational placement and selection process needs to be developed.

Question 3

How do counselors and state supervisors feel about the use of assessment tools?

Answers

Examination of the responses to the "Issues in Using Assessment Tools" questionnaire completed by the school counselors (page 19) and the State Vocational Guidance supervisor(s) (page 46), indicates that both groups feel strongly that assessment is valuable (questions 20 and 21)

and that more, not less, assessment should be used (question 22). Since the other data provided in this study reveals a rather limited use of assessment tools with vocational program enrollees, it is somewhat surprising that it is seen as helpful as it is. But it explains why more, not less, assessment is seen as beneficial and is encouraged.

It is also interesting to note that the same obstacles to assessment that were mentioned earlier are again mentioned here, expense (question 3) and time (question 1,2,5).

Overall, perceptions of the school counselors and the state supervisors about assessment are very similar. Exceptions in their perceptions are reflected in the following questions: question six (6), where counselors feel that a greater number of tests need to be sent away to be scored than supervisors do; question eight (8), where state supervisors question much more than counselors do whether adequate information about tests is available to the counselors; question thirteen (13), where state supervisors feel that more group interpretation is possible; and question eighteen (18), where counselors and supervisors differ considerably in their opinion of whether the use of computers in advising would increase enrollments. State supervisors feel that it would; counselors tend to disagree.

Recommendations

1. Given the rather strong perception that the use of assessment with enrollees in vocational education should be increased and that assessment as a strategy is seen as very helpful to the success of students in their vocational programs, it is recommended that an investigation be made to determine how more assessment tools could be used with more and a wide variety of students.

2. Since computer programs are not widely used, and, given the unmistakable movement of increased utilization and availability of such programs, it is recommended that a major effort in software awareness and skill acquisition be started through staff development activities. Beyond a consumer group establishing a list of computer skill competencies, it is recommended that a statewide training program be established.

3. It is recommended that a "promising practices" format be established where the work of practitioners be written up and demonstrated within training sessions so that state-of-the-art practices could be identified.

Question 4

How effective is the use of COCIS as an assessment tool for those students who enroll in vocational education?

Answers

The data on the use and effectiveness of COCIS, as reported by secondary counselors, as an assessment tool suggests the following: (See page 20.)

1. COCIS is available in two thirds of the schools surveyed.

2. The larger schools have COCIS available less than the smaller schools:

Percentage of Schools Which Have COCIS Available

	Total	AAA	AA	A
YES	67%	55%	67%	80%
NO	33%	45%	33%	20%

3. For those schools that do not use COCIS, expense is given as the primary reason.

4. Of the 39 secondary schools who have COCIS available, 28 (72%) use COCIS to advise students who enroll in vocational education programs (page 21).

5. Just less than half (48%) of all the 58 secondary schools surveyed use COCIS in the advising of students who enroll in vocational education programs (page 21).

6. Twenty-eight percent (11) of the secondary schools who have COCIS available do not use it to advise students who enroll in vocational education programs (pages 20 and 21).

7. On the average approximately 50% of the students who have COCIS available to them use it prior to enrollment in vocational education programs (page 21).

Regarding area vocational school counselors, an interesting finding is that COCIS is available in only two of the area vocational schools. However, the reason for it not being available is the same as for the high schools - cost.

COCIS, at the community college level, is more available and is used more, but the percentage of students who use COCIS prior to enrollment in vocational programs is still relatively small even at the community colleges.

Consistently, COCIS is used for a variety of purposes, all of which relate to vocational decision making. In summary, those counselors who use COCIS say it is useful. While its effectiveness is not in question by any of the groups surveyed, the difficulty seems to be the limited

extend of its use. With one-third of schools not having it available; 70% who have, don't use it; and only one-half of students who enroll in vocational education who have it available, use it; COCIS's penetration to students is in question.

Providing good, current career information which facilitates career decision making is an expensive process. The data obtained in this study points out that COCIS is user effective in facilitating decision making but is not cost effective.

One of the difficulties COCIS has always faced is how to find the necessary funding to support the effort necessary to maintain its data base and make it available in a cost effective basis. If the consumer can't afford the maintenance of the data base, then more schools (consumers) will not be able to access. Providing good, current information is an expensive process. Apparently, no one wants to pay for it.

As technology improves the field of career guidance is not supporting the collection of the data. Schools can afford the technology and they are utilizing it with other data manipulation tools. Cost containment of the data collection process is a definite limitation to the effectiveness of COCIS.

Recommendations

1. An analysis should be made of the costs involved in collection of COCIS data and action should be taken to increase the market penetration of COCIS.

2. Strategies which would allow more pre-enrollees in vocational education to complete the COCIS process should be provided to users.

Question 5

How effective are the most frequently used assessment tools in counseling students who enroll in vocational classes/programs?

Answers

The charts on pages 16 and 17 reveal the data regarding the effectiveness of the most frequently used assessment tools. However, with only a small number of items mentioned by a large number of respondents, it is difficult to compare one tool against another. Yet, the best that one can do is to look at individual responses related to specific tools. For example, one respondent indicated that Career Directions was "difficult to use and understand" and "was of little value in making class/program placement decisions." One respondent said that Career Scan "was of little value in making class/program placement decisions." The Boy Scouts Interest Survey was said to be of "little value in making class/program placement decisions." Overall, all other assessment tools and software programs were "easy or somewhat difficult to use and understand," and were of "great or some value in making class/program placement decisions."

Because of the limited use of assessment tools reported by school counselors, no generalization or strong comparisons can be made about either the degree of usefulness or degree of effectiveness of assessment tools used with students who enroll in vocational education.

Recommendations

1. Before recommendations about specific assessment tools can be made, more complete data would be required of many more consumers. One is reluctant to make final statements about software recommendations with only individual responses.

2. Centralized depositories and evaluations of software are encouraged to maximize the potential of effective dissemination.

APPENDIX A

ADVISORY COMMITTEE

Ginnny Berry
Executive Vice President
Colorado Association for Counseling
and Development

Bruce Hulley
Vocational Assessment Specialist
T.H. Pickens Vocational Technical Center

Dan Hunter
Counselor
Fairview High School

Mike Immasche
Counselor
Larimer County Vocational Technical Center

Carolyn Johnson
Career Center Coordinator
Fort Collins High School

Beth Lebsock
Student Affairs
Fort Morgan Community College

Chuck Pennell
Counselor
Berthoud High School

Ron Stoll
Career Center Coordinator
Rocky Mountain High School

MaryJane Thompson
Counseling Supervisor
Larimer County Employment and Training Services

Donna Watkins, President
Colorado School Counselor Association
Counselor
Smokey Hill High School

APPENDIX B

Abstracts of the most frequently cited assessment tools used by counselors.

ASVAB

Armed Services Vocational Aptitude Battery
Military Service Behavioral Research Labs
U.S. Military Enlistment Processing Command
Ft. Sheridan, IL 60037

Phone: (303) 844-4628, 844-2497

Cost: Free

ABSTRACT

Form 5 of the ASVAB was developed for civilian use by high school counselors and military recruiters. Forms 3, 6, 7, and later forms were developed for use in the armed services for placement of military recruits. This review is concerned exclusively with Form 5, which has been used in high schools beginning July 1976. No data relevant to forms other than Form 5 were examined, nor do any of the conclusions reached pertain to the other forms.

ASVAB 5 is designed for vocational counseling of students in grades 10 through 12, and for military recruiting of 12th graders. Materials are made available to counselors in the "ASVAB Reference Center," which includes a Specimen Set, Counselor's Guide, a selection of technical reference materials, copies of sample interpretive materials, and information pamphlets for both students and parents. Both the military recruiting purpose of ASVAB 5 and its application to vocational counseling of high school students are clearly and honestly described in these materials. (David J. Weiss*)

The Armed Services Vocational Aptitude Battery Form 14 (ASVAB), sponsored by the Department of Defense is offered cost free and with no obligation to secondary and post secondary students nation wide.

Two primary purposes are served through the ASVAB Student Testing Program. The first is to provide valid and reliable aptitude data normed on a national youth population to the student and school which is used in a career counseling program. Additionally, the United States armed services may utilize the results to establish a pre-qualified pool of potential applicants. An educational partnership between DOD and local schools are served through the ASVAB program. (Lidoro Maestas**)

Additional information is available through Lidoro Maestas, ASVAB Test Specialist, 229 New Customs House, 19th and Stout, Denver, CO 80202-2515. Telephone (303) 844-2497 or (303) 844-4628.

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*In A Counselor's Guide to Vocational Guidance Instruments, Kapes and Mastie, AACD

**Military Entrance Processing Station/Denver, CO

GATB

General Aptitude Test Battery
U.S. Government Printing Office
Washington, D.C. 20402

In Colorado: contact your local
U.S. Employment Service

Phone: (202) 376-6565

Cost: The minimum cost necessary for the equipment and materials necessary for one counselor to test one person is said to be at least $126.50,* although many of them could be used to test more than one person. Extra test booklets and equipment would be required for more than one examinee. The cost of recommended, but optional, materials for testing and counseling one examinee could reach $79.40. The total cost of optional plus necessary equipment and materials could reach a total of $205.90 or more.

ABSTRACT

The General Aptitude Test Battery (GATB) is the most highly used and the most highly standardized of all the tests in the world. It exists in four forms, two of which (Forms A and B), have been approved for use by nongovernmental agencies. It includes performance tests of psychomotor skills, as well as pencil and paper tests of cognitive and perceptual abilities. The significance of the GATB is its correlation with job success, rather than academic success. It is useful in counseling those with problems of choosing, changing, or adjusting to work.

Recent advances in Validity Generalization (VG) by Dr. John E. Hunter at Michigan State University have generalized the validity of the GATB from over 500 individual occupations heretofore to the more than 12,000 occupations listed in the Dictionary of Occupational Titles (DOT). Possible new uses of the GATB suggested by VG include: GATB selection for job training, screening for apprenticeships, replacement of current merit system testing, increasing the number of specific occupations in which success for an examinee could be predicted, correlation of these with interest inventories and vocational exploration, and screening for supervisory and management positions (since relevant centile cognitive scores are additive).

The GATB is the property of the United States Employment Service. Its use is restricted to qualified counselors working for organizations which have test release agreements with authorizing government agencies. And these counselors are limited to using the test for counseling, rather than screening for referral to jobs or training. To use the test for research purposes requires a special test release agreement. In Colorado, the following should be contacted to arrange for a test release agreement: (Bob Zeiger**)

*State Supervisor of Counseling and Testing
Colorado Department of Labor and Employment
251 East 12th Avenue, Room 338
Denver, Colorado 80203
(303)866-6195

or (if a high school counselor)

Assistant Program Manager for Special Programs
State Board for Community Colleges and Occupational Education
1313 Sherman Street, Suite 223
Denver, Colorado 80203
(303) 866-2335 or 866-4413

The GATB is now but one link in the comprehensive USES Counselee Assessment/Occupational Exploration System. The GATB provides for multi aptitude assessment in the system. Forthcoming from USES is a 12-scale interest inventory that maps into Holland's theoretical system. A major occupational exploration tool is the 1979, 715-page Guide for Occupational Exploration, now published by National Forum Foundation and distributed by American Sundance Service, covering some 12,000 occupations, from Abalone Diver to Zyglo Inspector. This "Guide" is organized for direct linkage to the revised OAP structure of abilities and the new interest inventory. The "Guide" is also fully cross-referenced for the specific additional information of the Dictionary of Occupational Titles. Also part of the USES system is the Bridge to the World of Work publication to guide the individual in exploration through focus on work experiences, values, leisure and home activities, education, and physical capacities.

Clearly bolstering career counseling possibilities is the revised OAP structure. This revision is a commendable creative move that organizes occupations psychologically by interest and ability dimensions. For the first time, it provides comprehensive linkage of all the USES career system materials, with coverage of 97% of non-supervisory occupations in the U.S. economy. (Fred H. Borlen***)

**In A Counselor's Guide to Vocational Sundance Instruments, Kapes and Mastie, AACD.

***Colorado Department of Labor

COLORADO CAREER INFORMATION SYSTEM

The Colorado Career Information System, COCIS (pronounced ko'-sis), is a computerized career assessment and information system. The Employability Skills Checklist and QUEST questionnaire help the individual assess his/her strengths and weaknesses, and matches one's interests and abilities with occupations that are found in Colorado. The Information Files provide accurate, current, and localized information about occupations, programs of study and training, employers, schools, financial aid, apprenticeships, and job search skills.

Individuals of all ages are able to match their work preferences, aptitudes, skills, interests, and physical limitations with a selection of occupations; explore those occupations they find relevant to their career goals; and learn other valuable facts about the world of work. COCIS is especially helpful for young people in deciding on a course of study during high school. It is helpful for counselors in reducing the time required to assist students in course selection and planning for post-secondary education. Parents appreciate the assistance and direction COCIS gives their children in planning their futures. Adults contemplating career changes are able to learn about a variety of occupations which relate to their work experience, education, and interests.

COCIS is available in two delivery modes: COMPUTERSORT and MICROSORT.

COMPUTERSORT contains the entire system on a computer tape. There are tape versions for several mini and mainframe computers. All COCIS files are accessed via computer terminal.

MICROSORT contains the QUEST questionnaire and the list of occupations on a floppy disk. The program is designed for use on the Apple microcomputer. The COCIS Information Files are preprinted in four bound volumes.

For 1986, COCIS has expanded its occupational descriptions to include military occupations which have civilian counterparts. Where 5% of a standard COCIS occupation's employment is in the military, information about the military specialties is included in the occupational description. Beyond the 24 occupations which meet the 5% criterion, 210 military occupations have been coded with appropriate COCIS occupational numbers enabling a COCIS user to access information about the related military counterpart.

The Employability Skills Checklist, as developed by Dr. Richard Hulsart,[1] is included as part of the COCIS assessment and interest inventory. The checklist may be completed by hand or on a microcomputer. When completed, the Employability Skills Checklist shows areas of strength and weakness that are factors in successful employment.

COCIS is a non-profit state enterprise agency assigned to the Colorado Department of Education. The system was started in 1975 with a United States Department of Labor grant as part of eight innovative career education projects. As part of the National Career Information System, COCIS is based on the Oregon Career Information System which holds the copyright for QUEST.

The COCIS staff is composed of a director, office manager, information analysts, and user services coordinator. Because the information is highly perishable, it requires continual monitoring and updating to accurately

reflect the changing realities in Colorado occupations. Training and demonstrations are provided for teachers, counselors, administrators, and agency personnel to encourage effective utilization of COCIS.

Funding for COCIS comes from annual subscription fees based on the number of potential users within the institutions, agencies, and companies. These fees provide funds required for the updating processes, in-service training, user materials, computer programming, information and delivery enhancement, and office expenses.

COCIS Administrative, Information Analysis, Computing and Field Services offices are located in the NCEBOCS building at 830 South Lincoln, Longmont, Colorado 80501. The telephone numbers are (303) 772-3136 and 666-9107 (metro Denver).

[1] Report of Results, Colorado Employability Skills Survey. Prepared by Richard Hulsart, Colorado Department of Education, and Paul Bauman, Education Commission of the States. Commissioned by Dr. Calvin M. Frazier, Colorado Commissioner of Education, November, 1983.

OVIS II

Ohio Vocational Interest Survey
The Psychological Corporation
757 Third Avenue
New York, NY 10017

Phone: New York (212) 517-8184
Cleveland, Ohio (216) 234-5300

Cost: Specimen set = $4.00
Counselee Materials - Student Books (Reusable) 35 = $17.35
Answer Documents 35 = $8.75; Hand Scorable Pkg.35 = $15.75
Career Planner-Pkg of 35 = $8.75; Handbook for Exploring Careers $4.00; Scoring--per Counselee of basic service $1.30

ABSTRACT

The Ohio Vocational Interest Survey (OVIS) was designed to be used by students in grades 8-12 in their educational and vocational planning, by counselors in career guidance activities, and by planners in developing better educational programs. OVIS is an outgrowth of the Vocational Planning Questionnaire developed by the Division of Guidance and Testing. Ohio Department of Education, 1953. The OVIS system is comprised of the Survey, a scoring device, a Guide to Career Exploration which describes 24 job clusters, and various interpretive materials. The system is currently being revised to reflect the Department of Labor's recent reorganization of its classification structure for the world of work, to lower the reading level, to minimize sex differences, and to include jobs and job activities which are more familiar to students. OVIS II, published in the fall of 1981, also includes additional interpretive materials. (Garth Sorenson*)

OVIS II is an Interest Inventory which helps students answer the questions: "What do I like to do?" and "Where do my interests lead in the world of work?" Whether you are helping junior high students with high school programs choices, high school students with career or training choices, potential high school dropouts with their career plans or adults with career or training decisions; OVIS II is a place to begin the career counseling process, no matter what kind of counselee you have. Vocabulary is controlled to keep the reading level at grade 6 or below, so it's usable with people who have limited reading skills.

The OVIS II is used in two ways:

- As a counseling tool it measures student's work preferences. This makes it easy to provide individual and group guidance because you can focus your energy where student interests are.

- As a survey tool it helps collect a pool of information about students' personal plans and goals -- the data you need to structure group activities, plan curriculum offerings, and evaluate guidance services. (Gregg Knoll**)

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*In A Counselor's Guide to Vocational Guidance Instruments, Kapes and Mastie, AACD.
**Colorado State University

STRONG-CAMPBELL INTEREST INVENTORY

Stanford University Press
Stanford, CA 94305

E.K. Strong Jr., D.P. Campbell, and J.C. Hansen

Phone: (415) 497-9434

Cost: Prepaid Narrative, Ten (10) - $56.00 (nonreusable.)
Includes scoring

ABSTRACT

The Strong-Campbell Interest Inventory (SCII) is one of the oldest and best known psychological tests in the country. Its predecessor, the Strong Vocational Interest Blank (SVIB), was first published in 1927. The SVIB had two forms, one for men and one for women, which Campbell integrated in 1974 to create the SCII. This version of the interest inventory has been updated with the addition of a large number of new Occupational Scales (Campbell & Hansen, 1981).

The SCII provides an "organized assessment" of one's interests that may be used for a variety of purpose, e.g., career exploration or confirmation of a career choice. Although the instrument may be used with advanced high school students, it is most appropriate for college students and adults who are considering a business or professional occupation. For most individuals, results will be fairly stable by the time the person reaches college age. (Richard W. Johnson*)

The SVIB-SCII (Strong) is the most widely used interest inventory in the world. It compares a person's interest areas with the interests of people successfully employed in a variety of professional and vocational occupations. The 1985 revised and expanded edition of the Strong includes 106 occupations represented by 207 occupational scales. This most recent revision added 17 new nonprofessional or vocational/technical occupations.

The Strong is a computer scored test containing 325 items presented in a multiple choice format. The Profile is designed to facilitate interpretation at three levels: General Occupational Themes (6), Basic Interest Scales (23) and Occupational Scales (207). The consideration of general themes and basic interests allows the interpretation of the test to go far beyond the finite set of occupations printed on the profile. The individual client's Holland Code which is generated by the Strong can be cross referenced with DOTs in the Dictionary of Holland Codes. This guide lists 12,099 occupational titles cutting across educational levels as well as level of job experience.

The Strong Profile, in the hands of a career counselor, is a springboard to brainstorming about future career and life challenges. Once the possibilities are considered, an analysis of interests, abilities and resources will lead to realistic decisions about training, employment and leisure activities.

The SVIB-SCII (Strong) is effective in many areas of career/vocational counseling, placement, leisure and retirement counseling. The test is

easily administered individually and in groups. Interpretation can also occur individually or in small groups.

The basis of the entire test is the Holland Code which is used to help the client gain insight into his individual interests and motivational patterns. The usefulness of the Strong, therefore, is in no way limited to the number or type of occupations listed on the profile. Once the client has discovered his interest patterns, he may brainstorm about vocational opportunities or he may consult the Dictionary of Holland Codes which lists 12,099 occupational titles by Holland Code. An advantage to using the Dictionary of Holland Codes is that the occupations are cross referenced with DOTs to allow further exploration of opportunities at any level.

The occupations on the Strong can be used not only as a guide to careers the job seeker might consider, but also to determine what individuals a person may wish to work with or for. For example, I recently counseled a secretary who disliked working in an accounting office, but did not want to retrain. Given that her Strong indicated that she had much in common with Veterinarians, she decided to manage the front office for a Veterinarian. Simply being around persons with common interests contributes to the quality of the chosen vocation.

As an additional aid to the vocational counselor, 17 new vocational/technical occupations were added as part of the 1985 revision of the Strong. Consulting Psychologists Press has already received much positive feedback regarding these new scales. (Barbara Lewis**)

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*In A Counselor's Guide to Vocational Guidance Instruments, Kapes and Mastie, AACD.

**Consulting Psychologists Press, Inc./ Palo Alto, CA.

MESA - Microcomputer Evaluation and Screening Assessment

Valpar Corporation
3801 East 34th Street
Tucson, AZ 85713

Phone: 602-790-7141

Cost: Approximately $7,000. for four (4) work stations and computer software.

ABSTRACT

The newest member of Valpar International's family of products is MESA--Microcomputer Evaluation and Screening Assessment. This comprehensive vocational screening system uses Valpar's proven hands-on, performance-based testing and innovative microcomputer technology. This unique instrument serves to gather large quantities of reliable information in remarkably short periods of time. The evaluee's performance on MESA is measured against a recognized standard - the Wocher Qualification Profile of the Department of Labor's Dictionary of Occupational Titles.

MESA combines approximately thirty (30) minutes of computerized exercises with approximately an hour on hardware exercises. Tests range from color discrimination and problem solving, to block assembly, varying levels of finger and hand dexterity, and reasoning and academic skills.

Each exercise is preceeded by a practice section which must be successfully completed before the evaluee can move on to the actual task. They are then given a limited time frame within which to complete the task. Accuracy and time are both scored.

Vocational interests and awareness are also tested.

The combination of these tests provides information useful for counseling students on choices of training, further education and vocational choices. (Gregg Knoll*)

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*Colorado State University

WAIS/WISC - Wechsler Adult Intelligence Scale
- Wechsler Intelligence Scale for Children

The Psychological Corporation
757 Third Avenue
New York, NY 10017

Phone: New York (212) 517-8184
Cleveland, Ohio (216) 234-5300

Cost: Complete set: all necessary equipment, plus Manual, 25 record forms, with Attache' case = $135.00
without Attache' case = $120.00

ABSTRACT

Based on Dr. Wechsler's conception of intelligence as an overall or global entity that can be inferred from a person's performance on a series of different tasks. The author uses a variety of tests that provide opportunities for a person to demonstrate intelligent behavior in many different ways.

The WISC is for children up to age 16. The WAIS is for adults from 16 to 74. Each age and sex group of the national standardization sample was closely matched to the U.S. population for race, geographic region, and occupation, with additional controls for education and urban-rural residence.

The tests are presented in two scales, Verbal and Performance. The Verbal Scale can be used alone with people who have visual or motor handicaps, while the Performance Scale can be used along with people who cannot understand or manage language.

Verbal Scale	Performance Scale
Information	Picture Completion
Digit Span	Picture Arrangement
Vocabulary	Block Design
Arithmetic	Object Assembly
Comprehension	Digit Symbol
Similarities	

Deviation IQs are provided for the Verbal Scale, the Performance Scale, and the Full Scale. Working time--approximately 75 minutes.
(Greg Knoll*)

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*Colorado State University

DAILEY VOCATIONAL TESTS

Riverside Publishing Co.
8420 Bryn Maur Avenue
Chicago, IL 60631

Phone: (312) 693-0040

Cost: Testbooks 35 = $16.26; Manual = $3.72;
Hand Score Sheets 100 = $19.86; Individual Profiles 35 = $7.37;
Scoring Overlay = $2.58 each; Group Reports 35 = $7.32

ABSTRACT

The Dailey Vocational Tests "are designed particularly for use with those who plan to enter occupations at the skilled level in trade, technical, and business fields." Contrary to an assertion by the authors, the tests do not "measure the potential of young people for a wide range of occupations." There is no mention of such skilled trades as plumbing, carpentry, or sheet metal work or the graphic arts; no reference to health occupations or service occupations; and only passing mention of jobs related to computers and data processing.

There are three tests in the series:

(a) Technical and Scholastic Test. The manual suggests that the technical score "measures the subject's background for undertaking technical training in the broad band of occupations requiring knowledge and skills involving mechanical devices, electrical wiring, and electronics." The scholastic score is characterized as "closely related to current measures of general intelligence." It is suggested that this score is indicative of "level of potentiality."

(b) Spatial Visualization Test. This test is a 30-item measure of the "ability to visualize objects presented in two-dimensional drawings as they would appear in three-dimensional space." It consists of nine pairs of figures with several questions based on each figure.

(c) Business English Test. Each of the 111 items in this test consists of a sentence in which may appear an error of spelling, punctuation, capitalization, and grammar. (Benjamin Shimberg*)

The Dailey Vocational Test (Business English Test/BET) is a vocational aptitude test which has as its primary purpose the assessment of knowledge and potential in business English skills.

Its advantages include a short (30 minutes) administration time and a single composite score which can be "broken down" to yield individual subscores in the areas of spelling, punctuation, capitalization, and grammar. Individual student profile sheets are useful for maintaining a record of test results.

Additionally, Daily is the author of The Technical and Scholastic Test (TST) which provides an assessment of knowledge and ability and aptitude in the areas of trade, technical and business careers with emphasis on the examinees' knowledge of electrical and mechanical equipment. Administration time is 65 minutes.

Both of these tests can be hand-scored. (Paul Scott**)

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*Buros, Tests in Print II, 7:976

**Riverside Publishing Co.

COPS California Occupational Preference System

Education Industrial Testing Service
P.O. Box 7234
San Diego, CA 92107

R. R. Knapp, L. Knapp

Phone: (619) 222-1666

Cost: Specimen Set $3.25
Counselee Materials: Self Scoring Books 100 = $29.75; Self Interpretation Books 100 = $28.00; COPS Reusable Booklets 25 = $9.75; Answer Sheets 100 = $10.50; Hand Scoring Keys 1 = $10.00

Scoring: Machine scoring 1 = $.85
Hand scoring - Free

ABSTRACT

The COPSystem is a career awareness program, consisting of measures of interest (COPS), abilities (CAPS), and values (COPES), with their accompanying interpretive materials, which is designed to provide comprehensive and coordinated information that will help individuals make decisions regarding choice of career and educational training.

The COPS interest inventory, available in 4 different formats are provided for elementary school reading level, junior/senior high school, and adult, allows examinees to determine a profile of their interest levels in relation to others at their educational level in broad interest areas, five of which are presented for both professional and skilled levels, gaining 14 scores: Science, Professional; Science, skilled Technology, professional; Technology, skilled; Consumer Economics, Outdoor; Business, Professional; Business, skilled; Clerical; Arts, Professional; Arts, skilled; Communication; Service, Professional; Service, skilled.

The CAPS provides their relative standing in abilities required for probable success in the 14 interest catagories as well as a profile of those scores in 8 major dimensions: Mechanical Reasoning, Spacial Relations, Verbal Reasoning, Numerical Ability, Language Usage, Word Knowledge, Perceptual Speed and Accuracy, and Manual Speed and Dexterity.

The COPES provides measurement of personal work values which have a demonstrated affect on vocational motivation and values. The dimensions are: investigative vs. accepting, practical vs. carefree, independent vs. conformity, leadership vs. supportive, orderliness vs. non-compulsive, recognition vs. privacy, aesthetic vs. realistic, and social vs. self-concern. All 3 instruments are available in either the machine or self-scoring formats.

Interpretation of any one, two, or three instruments combined in the COPSystem is presented in terms of the structure of occupations based on intensive research on a theoretical clustering of occupations having highly similar job activities. Each cluster is keyed to major sources of detailed job information, a list of related skills and abilities,

suggested activities and courses, and college majors appropriate to jobs in the cluster.

A decision making worksheet for career exploration and a four year program planning guide is included to help in career decision making and planning activities and courses related to possible career choices. Visuals, career briefs, cluster booklets, and wall charts are also available for ease of interpretation.

The COPSystem with its emphasis on an integration of interests, abilities, and work values provides a unique orientation to the development of career awareness, to career planning, and to educational programming. The availability of comprehensive normative data, the existence of satisfactory reliability estimates, and the demonstration of promising validity provide substantial support for the psychometric adequacy of the COPSystem. In the hands of a trained counselor who can relate effectively to students, to employees in industrial or business settings, or to clients in private practice, the COPSystem can be expected to facilitate a meaningful dialogue that will permit the formulation of career decisions leading to higher levels of productivity and satisfaction in one's future education and future career. (R.R. Knapp*)

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*Education Industrial Testing Service, CA.

DAT - Differential Aptitude Tests

The Psychological Corporation
757 Third Avenue
New York, NY 10017

G.K. Bennett, H.G. Seashore, and A.G. Wesman

Phone: New York (212) 517-8184
Cleveland, Ohio (216) 234-5300

Cost: Specimen set = $6.25 Career Planning = $2.25
Test Booklets 35 = $70.00
Administrators Handbook = $7.00
Counselors Handbook = $7.00

Scoring: Basic Service - $.70, Careers - $.30

ABSTRACT

The DAT has been the Cadillac of multi-aptitude batteries for many years. It was first published in 1947 and revised in 1962, again in 1972, and a third revision (Forms V and W) is scheduled for release in 1982. The revisions were introduced to improve the ease of administration and scoring and to "update" the tests, but, according to the 1974 manual, "have always left unchanged the essential nature of the abilities measured" (p. 1).

The battery consists of the following eight tests: Verbal Reasoning (VR), Numerical Ability (NA), Abstract Reasoning (AR), Clerical Speed and Accuracy (CSA), Mechanical Reasoning (MR), Space Relations (SR), Spelling (Sp), and Language Usage (LU). Scores are reported separately for each test and for the composite of VR + NA.

"The format of the new Forms S and T is superb . . Administration directions are clear and well organized" (Hanna, 1974, p. 145). The same could be said of Forms V and W. The 1974 manual continues a well-established pattern of excellence. It is a very readable document and does a commendable job of summarizing an impressive array of validity information. There seems little reason to revise the typical overall evaluation of previous reviewers that the DAT is among the best of its kind.

The availability of computer-generated interpretive comments provided by the DAT Career Planning Program (CPP) enhances the potential utility of the DAT. The CPP combines information provided by the DAT with results of the Career Planning Questionnaire. The computerized narrative interpretation, based on comparisons of occupational preferences, best-liked school subjects and activities, educational plans, self-reported grades, and DAT scores, "will either confirm the appropriateness of the student's occupational choices . . or it will suggest alternative areas to explore" (Mastie, 1976, p. 88). The CPP was developed under the leadership of Donald E. Super.

Another tool that is of potential value to the counselor in using the DAT is Counseling from Profiles: Second Edition -- A Casebook for the DAT (Bennett, Seashore & Wesman, 1977). This casebook provides concrete examples of uses of the DAT in counseling.

Appropriate for counseling people regarding vocational and career plans, the DAT can be incorporated into a wide range of counseling programs. (Robert L. Linn*)

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*In A Counselor's Guide to Vocational Guidance Instruments, Kapes and Mastie, AACD.

JOB-O

Judgement of Occupational Behavior-Orientation
CFKR Career Materials, Inc.
110 Glenn Way, P.O. Box 5096
Belmont, CA 94002

A. Cutler, F. Ferry, R. Kauk, R. Robinett

Phone (916) 878-0118

Cost: Reusable test booklet and one answer folder $1.45; additional answer folders $.25; manual $2.00; JOB-O dictionary $1.75; filmstrip $32.95; diskettes $59.95.

Publisher: CFKR Career Materials, Inc.

ABSTRACT

JOB-O is actually more of a questionnaire than a testing instrument. The primary purpose of JOB-O as stated in the JOB-O Manual is to "start the student in the process of self-awareness, career-awareness, and career exploration." The publishers emphasize that JOB-O is an exploratory instrument and not a test. JOB-O is essentially a career guidance system that matches expressed student answers to nine questions against 120 job titles selected for JOB-O because they "contain most of the 90 occupations in which 90% of the men are employed, and 40 occupations in which 90% of the women are employed."

The JOB-O System was developed based on U.S. Department of Labor Reports on the top 120 jobs that showed growth potential in the coming decade. JOB-O is updated every two years, and job titles are added or deleted in accordance with Job Outlook Predictions published in the Occupational Outlook Handbook. (Thomas J. Jacobson*)

Summary of Content: JOB-O is a comprehensive career-planning interest inventory that has the following basic elements:

- A reusable assessment booklet of 16 pages that contains nine broad self-assessment variables, all directions for self-administration, and the coding of job titles in accordance with the nine variables. (Cost of the reusable booklet is $1.45.)

- A consummable answer insert folder that has nine boxes in which to place responses to the variables. The responses are then compared to the coded job titles in the booklet. The answer insert folder also includes facts for decision-making about the 120 basic jobs and over 500 related jobs in the inventory. The back page of the insert has a decision-making format. (Cost of the consummable insert folder is $.25.)

- The self-scoring process makes it possible for a person to choose preferred job titles from a job bank of over 600 jobs in which perhaps over 90% of the people in the United States are employed.

- Language and directions are simply stated to make JOB-O easy to administer individually, in career centers and in class groups.

In summary, JOB-O presents a comprehensive format that allows the student to: assess educational and career interests; match the self-assessment with a 600+ job bank representing careers of all levels of training; select job titles that best match personal needs; research vital job facts provided in the instrument; and make tentative, or final decisions.

Time for Administration. The reading level is sufficiently easy to enable 90% of those who can read at the 6th grade level to complete the instrument in a 50 minute period. It is recommended that at least two periods be used to enable optimum participation in a classroom setting.

Age Level/Grade Level. JOB-O has been used as low as the 6th grade level for career awareness. It is used extensively at the junior high school, high school and adult levels to achieve other career guidance objectives. It has sufficient sophistication to have universal application at all age levels.

Updating. Job information updating is a continual process. Job titles are changed when necessary on a biennial basis to comply with the OCCUPATIONAL OUTLOOK HANDBOOK and other Bureau of Labor Statistics updates. JOB-O is formatted as a ten-year career planner. Job titles and job outlook forecasts are based upon the future decade.

Use of JOB-O. JOB-O is used in all 50 states and Canada. To date, over 5,000,000 people have used JOB-O.

Validity/Reliability. The JOB-O PROFESSIONAL MANUAL provides information on validity and reliability. JOB-O has also been reviewed by the American Vocational Association, the Test Corporation of America, Buros' Mental Tests and Measurements, various state and district educational agencies, and scholars pursuing advanced degrees.

Computer Capability. JOB-O is replicated on microcomputer: IBM-PC, APPLE FAMILY, TRS-80, COMMODORE. (Price: $59.95) (Robert Kauk**)

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*In A Counselor's Guide to Vocational Guidance Instruments, Kapes and Mastie, AACD

**CFKR Career Materials, Inc./Meadow Vista, CA

KUDER OCCUPATIONAL INTEREST SURVEY

Science Research Associates, Inc.
155 N. Wacher Dr.
Chicago IL 60606

F. Kuder

Phone: (312) 984-7000

Cost: Specimen Set $5.00
Scoring: Cost per counselee of basic service $2.60

ABSTRACT

The OIS is designed primarily for use in the educational and vocational counseling of high school and college students and adults. Its basic rationale is:

- people in a given occupation usually have characteristic preferences that distinguish them from people in other occupations (General Manual, p. 3).

- the person whose patterns of interests agree with those typical of people in a certain occupation (are) likely to find satisfaction in that occupation (Interpretive Leaflet, p. 1).

In short, people in different occupations have different preferences and a match between the preferences of an individual and those of people in an occupation is likely to lead to greater job satisfaction. (Frederick G. Brown*)

The KOIS is a valuable counseling tool for use with high school juniors and seniors, college students, and adults. The item content should be familiar to most interest inventory-takers, the reading level is low (sixth grade), the testing time short (30-40 minutes), and the cost is comparable to similar inventories. Scores are reported for a wide variety of occupations, including many technical and skilled level occupations, and for college majors. New scales are continually being added. The research data indicate that profile reliability is adequate and the criterion-related validity is as good as that of comparable inventories. The General Manual is periodically revised and includes results of new studies.

The 1986 price for the KOIS Scoring Package (materials and scoring for 20 individuals) is $70.00 (quantity discounts available). Among the interpretive materials that are available for use with the KOIS is an audiocassette that can be used to assist in the interpretation of the 1985 KOIS report form and a booklet with worksheets, Expanding Your Future, that enables inventory-takers to identify additional occupational possibilities from their high-ranking KOIS scales. A review set that includes one combination survey/answer sheet with complimentary scoring and reporting is available from SRA for $6.50. (Rita Bode**)

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*In A Counselor's Guide to Vocational Guidance Instruments, Kapes and Mastie, AACD.
**Science Research Associates, Inc.

APPENDIX C

This list of Career Guidance and Assessment Instruments was sent with each survey as a resource for each respondent.

THIS MAY BE HELPFUL AS A REFERENCE IN FILLING OUT THE SURVEY

SURVEY OF CAREER GUIDANCE AND ASSESSMENT INSTRUMENTS WHICH ARE BEING USED

Assessment Instruments (Aptitude - Basic Skills)

1. Adult Basic Learning Exam (ABLE)
2. Appraisal of Occupational Aptitudes
3. Basic Occupational Literacy Test (BOLT)
4. Bennett Hand-Tool Dexterity Test
5. Career Ability Placement Survey (CAPS)
6. Clerical Skills Series
7. Comprehensive Ability Battery
8. Crawford Small Parts Dexterity Test
9. Dailey Vocational Tests
10. Differential Aptitude Test (DAT)
11. Flanagan Industrial Tests
12. General Aptitude Test Battery (GATB)
13. Minnesota Clerical Test
14. Minnesota Rate of Manipulation Test
15. Minnesota Spatial Relations Test
16. Nonreading Aptitude Test Battery (NATB)
17. O'Connor Finger Dexterity Test
18. O'Connor Tweezer Dexterity Test
19. Pennsylvania Bi-Manual Worksample
20. Prescriptive Teaching Series
21. Purdue Pegboard
22. Short Occupational Knowledge Tests
23. SRA Test of Mechanical Concepts
24. Stromberg Dexterity Test
25. Tests of Adult Basic Education (TABE)
26. Word and Number Assessment Inventory
27. MESA

Interest and Work Values Instruments

28. AAMD-Becker Reading-Free Vocational Interest Inventory
29. Applied Biological and Agribusiness Interest Inventory
30. California Life Goals Evaluation Schedules
31. California Occupational Preference System (COPS)
32. Career Assessment Inventory (CAI)
33. Career Guidance Inventory
34. Career Orientation Placement and Evaluation Survey (COPES)
35. Geist Picture Interest Inventory
36. Geist Picture Interest Inventory (DEAF form)
37. Gordon Occupational Check List
38. Hall Occupational Orientation Inventory
39. Harrington-O'Shea Career Decision-Making System
40. How Well Do You Know Your Interests
41. Interest Determination, Exploration and Assessment System (IDEAS)
42. Jackson Vocational Interest Survey
43. Job Attitude Scale
44. Judgment of Occupational Behavior-Orientation (JOB-O)
45. Kuder General Interest Survey (Form E)

46. Kuder Occupational Interest Survey (Form DD)
47. Minnesota Importance Questionnaire (MIQ)
48. Missouri Occupational Card Sort
49. Missouri Occupational Preference Inventory
50. Non-Sexist Vocational Card Sort
51. OCC-U-SORT
52. Ohio Vocational Interest Survey (OVIS II)
53. Picture Interest Exploration Survey
54. Self Description Inventory
55. Self Directed Search (SDS)
56. Strong-Campbell Interest Inventory (SCII)
57. Temperament and Values Inventory (TVI)
58. USES Interest Inventory
59. Vocational Exploration and Insight Kit
60. Vocational Interest, Experience, and Skill Assessment (VIESA)
61. Vocational Interest and Sophistication Assessment
62. Wide Range Interest-Opinion Test (WRIOT)
63. What I Like to Do
64. Work Values Inventory (WVI)

Work Adjustment Competencies Instruments

65. AAMD Adaptive Behavior Scale
66. Career Awareness Inventory
67. Career Decision Scale
68. Career Development Inventory (CDI)
69. Career Education Readiness Test
70. Career Maturity Inventory (CMI)
71. Career Skills Assessment Program (CSAP)
72. Employment Readiness Scale
73. Experience Exploration
74. Individual Career Exploration
75. Knowledge of Occupations Test
76. Mooney Problem Checklist
77. My Vocational Situation
78. New Mexico Career Education Test Series
79. Occupations and Careers Information BOXSCORE
80. Priority Counseling Survey
81. San Francisco Vocational Competency Scale
82. Social and Prevocational Information Battery
83. Survey of Educational, Occupational, Expectations Aspirations
84. 16 Personality Factor Test (16 PF)
85. Test for Everyday Living (TEL)
86. Vineland Social Maturity Scale
87. Vocational Opinion Index

Other Test Instruments

88. Wechsler Adult Intelligence Scale (WAIS)
89. Wechsler Intelligence Scale for Children (WISC)
90. Stamford-Binet Intelligence Test (SBIT)
91. Slosson Intelligence Test (SIT)
92. Peabody Picture Vocabulary Test
93. Full-Range Picture Vocabulary Test (FRPT)(Ammons)
94. Leiter International Performance Scales
95. Bender Visual-Motor Gestalt Test (BVMG)

96. Graham-Kendall Memory for Designs Test (MFD)
97. Goodenough-Harris Drawing Test
98. House-Tree-Person Test (Technique)
99. Sentence Completion Tests
100. Children's Apperception Test (CAT)
101. Test of Perceptual Organization (TPO)
102. Minnesota Multiphasic Personality Inventory (MMPI)
103. California Psychological Inventory (CPI)
104. Tennessee Self Concept Scale (TSCS)
105. Piers-Harris Self Concept Scale
106. Job Descriptive Index (JDI)
107. Wide Range Employment Sample Test